



Problems, theory and practice of verb To be and its Spanish counterparts: Teaching Spanish ser/estar to English speakers through advertisements.

Trabajo de Fin de Grado

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ABSTRACT

Ser and *Estar* are two Spanish copulative verbs, very used in Cervantes' language, and which indicate different actions, since while *ser* is mainly used to talk about identity, *estar* is used to talk about states. This seems to be easy, but things get a little more complicated when English students have to face the rest of uses of *ser* and *estar*, since they get mixed many often and students have not clear for what they use one verb or another, producing this way frustrations on pupils.

These problems, together with others, as it is the case of adjectives use with both verbs and with passive voice, will be studied in this work widely. Besides, we will comment on the main five methods and approaches we can find when teaching Spanish as a second language (L2), which will be helpful at the time of posing our original teaching proposal about adverts. This one will be useful to teach the uses of *ser* and *estar* appropriately and thus, to solve the possible doubts and make the class more fun and enjoyable.

Key words: *ser*, *estar*, Spanish L2, copulative verbs, English-speaking learners, verb To Be, English-Spanish structural differences, contrastive studies.

RESUMEN

Ser y *estar* son dos verbos copulativos españoles, ambos muy usados en la lengua de Cervantes, y que indican acciones diferentes, ya que mientras *ser* se usa principalmente para hablar de la identidad, *estar* se usa para hablar de estados. Esto parece fácil, pero la cosa se complica cuando los estudiantes ingleses tienen que enfrentarse al resto de los usos de los verbos *ser* y *estar*, ya que en muchas ocasiones estos se mezclan entre sí y no queda claro para qué se usa un verbo y para qué otro, produciendo de esta manera frustración entre los alumnos.

Estos problemas, juntos con otros, como es el caso del uso de adjetivos con ambos verbos y de la pasiva, serán estudiados ampliamente en este trabajo. Además, comentaremos los cinco principales métodos y enfoques comunicativos que podemos encontrar cuando se enseña español como segunda lengua (L2), los cuales nos serán útiles a la hora de plantear la original propuesta didáctica con anuncios publicitarios que realizaremos para enseñar apropiadamente los usos de *ser/estar* y de esta manera, solventar las posibles dudas y hacer la clase más divertida y amena.

Palabras claves: *ser*, *estar*, español L2, verbos copulativos, enseñanza angloparlantes, verbo To Be, diferencias entre inglés y español, estudios contrastivos.

1. Introduction

1.1. Justification

More than 21 million of people study Spanish in the world, and of that total rate, it is estimated about 7,82 million of people study Spanish as a second language in USA (Universitat de Barcelona, online), becoming this way, one of the main languages studied in North America. The percentage of Spanish students has also increased in other English-speaking countries, such as England and Australia, according to the last study carried out by Instituto Cervantes in 2015. Due to this, it is important for linguists and Spanish teachers to study the problems English speakers may find when learning Spanish, and also, to try to find possible solutions to solve them, so that they can have a better learning experience of Cervantes' language and, of course, obtain better results.

One of the main problems students find is the distinction of the copulative Spanish verbs *ser* and *estar*, since they clash with the English copulative verb *to be*, as it will be explained in paragraph 3; that is to say, the semantic and grammatical attribution of both uses and features of the verb of Shakespeare's language to the two of Quevedo's language. Due to this, English-speakers have many doubts and difficulties to learn its uses. We should add to this that many instructors only limit themselves to give a sheet of paper with a tedious explanation of *ser* and *estar* which, in many cases, even not a Spanish native would be able to understand it. As result of all this, students get bored, frustrated and some of them end hating the Spanish language.

1.2. Objectives

Having into account what we have explained before, we have decided to propose as main objective the following points: 1) To investigate about the main methods and approaches that are used when teaching an L2 language so that we can have a better understanding of its advantages and drawbacks and, this way, use the best one for our teaching proposal to be successful; 2) To mention the main problems English speakers find with respect to *ser/estar* and to analyze the uses proposed by textbooks and instructors and to point out the possible contradictions and exceptions those rules may have; and 3) to create a teaching proposal based on a method or approach that would fit with our study field and which will be at the same time interesting and instructional.

If we fulfill the previous objectives, we can go from the root of the problem till a possible and successful solution that may mitigate the problems with Spanish copulative verbs.

1.3. Methodology and structure

The methodology of this project is based on the study and interpretation of books, linguistic and scientific articles and research papers of the main methods and approaches and the uses (general, with adjectives and with passive voice) of *ser* and *estar* and the problems English speakers find in it. Besides, we have taken into account personal experiences of non-native Spanish speakers who have learnt to use the two copulative verbs and the difficulties they have found in their path and how they have solved them.

With respect to the structure, this work is divided in three main points: in section 2 we are going to analyze the main methods and its advantages and drawbacks, in section 3 we are going to delimitate the topic, that is to say, we are going to talk about problems, general uses, uses with adjectives and passive voice and contradictions and exceptions of *ser* and *estar* verbs; and finally, in section 4, we are going to show our teaching proposal, which results very original since, besides being based in something that is not common to use when teaching grammar, as they are adverts, it is original in the sense I have not taken the exercises from any book or article, but I have created them on my own and they are based on my language learning experience of English and French languages, besides taking into account my experience as English teacher.

2. Main L2 teaching methods/approaches

First of all, before entering in the more specific topic, we have to take into account the different teaching methods or approaches we can find when facing a second language grammar lesson and from there, we are going to choose the best one for our proposal.

According to linguists Richards and Rodgers (2001) and Sánchez (2009), it is necessary to make a distinction between method and approach since they are not the same concept. To do so, they follow the differentiation made by the American applied linguist Edward Anthony (1963), where he basically says:

an approach is the level at which assumptions and beliefs about language and language learning are specified; [and] method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented (Richards and Rodgers, 2001: 19)

The also applied linguist Sánchez (2009) adds that the relation between approach-method is a hierarchical one, since, as he acknowledges in his book *La enseñanza de idiomas*

en los últimos 100 años (2009), “el enfoque contiene o implica al método, y este, a su vez, contiene el procedimiento (o actividades)” (Sánchez, 2009: 16). Bearing this in mind, we can say that an approach is a kind of grammatical Russian doll, since its existence implies the existence of both method and procedure. It is worth mentioning that this last is also important, since it supposes the materialization of both method and approach in class activities. (Sánchez, 2009:16).

Now we know the difference and importance of method and approach, let us see which the main ones are. To do so, we have consulted some books and websites¹ about second language teaching, and we have reached the conclusion there are five main methods and approaches that all authors acknowledge:

2.1. Grammar translation method

This is the most traditional one, because it has been used in teaching Latin and old Greek since early 1500. This method only cares about developing the following skills: reading, writing and grammar and vocabulary, and it left out listening and speaking ones. This was due to two main facts: 1) Latin and old Greek are dead languages, it means, they are not spoken, so there is no necessity of focusing on speaking or understand an oral message; 2) these languages were used for academic and intellectual purposes, which formerly were disclosed through written methods (books, manuscripts, articles, etc.), so the skills teachers and students wanted to master were the ones this method develop: reading, writing and grammar and vocabulary. (Fluentu, online).

Although it is still used nowadays in L2 language learning, many critics reject it due to its limited scope, as we will check now.

In this method, “classes are taught in the students' mother tongue, with little active use of the target language” (MoraModules, online), with little or no attention given to the speaking and listening skills. This is due to the fact that this method considers current foreign languages as if

¹ MoraModules. *Second and Foreign Language Teaching Methods*. [online]. Available at: [<http://moramodules.com/ALMMethods.htm>]; Richards, Jack C. and Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge: Cambridge University Press.; Sánchez, A. (2009). *La enseñanza de idiomas en los último cien años*. Madrid: SGEL Educación.; Thornbury, S. (2016). *How to teach grammar*. 20th ed. Oxfordshire: Pearson Education Limited.

they were Latin and old Greek, so teachers only focus on the detailed study of grammar rules and translation. With respect to vocabulary, this is taught in the form of isolated word lists that students should memorize and later repeat. The reading part is treated as an exercise in grammar part, paying little attention to the context of the text.

As we have been able to see, this method results very incomplete, since it leaves out two important areas which a L2 course should pay attention, because most languages taught today can be used to communicate orally with other people. Due to this problem, language teaching specialists started in the nineteenth-century a reform centered in finding new methods that encompassed all the skills, and, as result, they found the following one: Direct method.

2.2. Direct method

This method arose as specialists' response to find a new way of learning a foreign language as children do with their mother tongue, it means, through linguistic immersion. This thought gave place to *Natural Methods*, a series of principles which tried to find the rules of natural language learning, so that second language would be learnt as the first one. These principles "led to the development of what came to be known as the Direct Method, [...] one of the most widely known of the natural methods" (Richards and Rodgers, 2001: 8-9).

According to the linguist Thornbury (2002), direct method prioritized:

oral skills, and, while following a syllabus² of grammar structures, rejected explicit grammar teaching. The learners, it was supposed, picked up the grammar in much the same way as children pick up the grammar of their mother tongue, simply by being immersed in language. (Thornbury, 2002: 21)

This method attempts students to learn grammar inductively, i.e., through their own discoveries and investigations in the foreign language. To achieve this, they are never spoken in their mother tongue and no translations are made. Experience and culture are very important too, as teachers try students to make their learning experience as similar as mother tongue acquisition. As we can see, listening and speaking skills are fundamentals here so that it fulfills the requisites needed.

According to Richards and Rodgers (2001), this method was very successful in European private language schools, where clients "have a high motivation and the use

² We understand "syllabus" as "a list of grammatical items and constructions, often together with an associated list of vocabulary items" (Richards and Rogers, 2001: 21)

of native speakers [teachers] was the norm” (2001: 10), although, as linguists acknowledge, it failed in the implementation of public secondary school education and in other continents due to its drawbacks, such as:

It required teachers who were native speakers or who had nativelike fluency in the foreign language. It was largely dependent on the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method. Critics pointed out that strict adherence to Direct Method principles was often counterproductive, since teachers were required to go to great lengths to avoid using the native tongue, when sometimes a simple brief explanation in the student's native tongue would have been a more efficient route to comprehension. (Richards and Rodgers, 2001: 10-11)

Due to these failures, the Direct Method received many critics by linguists, which considered them as the “product of enlightened amateurism” (Richards and Rodgers, 2001: 10) of the Reform Movement.

The drawbacks were studied by language teaching specialists, who later offered solutions and presented some proposals which made this method develop into new ones, as they are the cases of Audiolingual Method, Oral Approach and Situational Language Teaching (SLT).

2.3. Audiolingual Method

Audiolingual method or audiolingualism supposes the development of the Direct Method, to which it stayed faithful in the primary speech's belief, “but was even more strict in its rejection of grammar teaching” (Thornbury, 2002: 21). It was widely used in the 1950s and the 1960s in North America and it developed its theoretical basis from behaviorist psychology. According to Behaviorism, language is simply a form of behavior and it depends on three crucial elements in learning:

a *stimulus*, which serves to elicit behavior; a *response* triggered by a stimulus; and *reinforcement*, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future. [...] Reinforcement is a vital element in the learning process, because it increases the likelihood that the behavior will occur again and eventually become a habit (Richards and Rodgers, 2001: 50)

If we apply this theory to second language learning, we could identify

the organism as the foreign language learner, the behavior as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus and the reinforcement as the extrinsic approval and praise of the teacher or fellow

students or the intrinsic self-satisfaction of target language use. (Richards and Rodgers, 2001: 50)

As we can see, language is considered as a behavior which can be learned through the formation of correct habits. It lays its foundation in the mastery of speech skill and, later, in the written one, due to its vision of language as “verbal behavior - that is, the automatic production and comprehension of utterances - and can be learned by inducing the students to do likewise” (Richards and Rodgers, 2001: 50). Culture is a very important factor too, since words meanings are learnt by native speakers through their linguistic immersion in their cultural context, and not by isolation as the grammar-translation method did.

With respect to the language instruction, the instructor would give students a syllabus where they could find the correct model of a sentence from common everyday dialogue and then, they would have to repeat it (Alemi and Tavakoli, 2016: 2). As we can see, the audiolingual method has not an “explicit grammar instruction: everything is simply memorized in form.” (Wikipedia, online).

Due to this, this method received many critics because specialists argued that students were often [...] unable to transfer skills acquired through Audiolingualism to real communication outside the classroom, and many found the experience of studying through audiolingual procedures to be boring and unsatisfying. (Richards and Rodgers, 2001: 59).

Besides, it also received critics from the great linguist Noam Chomsky, who criticized with the following words its behaviorist approach to language learning:

Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy (Richards and Rodgers, 2001: 59).

So, the main drawback of this method is that it forgets the main principle we need to have in mind when studying/teaching languages: a language is an alive element, that, as its speakers, is always in continuous change, i.e., it evolves depending on the contexts and the cultures. If we think that language does not evolve, and we do not learn the new words or structures, we cannot progress in the L2 language study/teaching.

2.4. Silent Way

This method was created by Caleb Gattegno in the 1970s and, as its own name says, the silence is the key. Here, the teacher tries to be as silent as possible, and the student “should be

encouraged to produce as much language as possible” (Richards and Rodgers, 2001: 99). But, if the teacher is silent, how does he teach the language? Well, he does so through the use of Cuisenaire rods and color charts which “provide physical foci for student learning and also create memorable images to facilitate student recall” (Richards and Rodgers, 2001: 100). Here, language is seen as “groups of sounds arbitrarily associated with specific meanings and organized into sentences or strings of meaningful units by grammar rules” (Richards and Rodgers, 2001: 101). The sentence is understood as the basic unit of teaching, which is broken down into its elements, with one element presented at one time. Thanks to this, students learn vocabulary and grammar rules through an inductive process.

As we can see, Gattegno does not try to create a “natural environment” for L2 teaching as Direct Method and Audiolingual Method do, but he develops an artificial one where language is separated from its social context. This is because he was aware that language learners "cannot learn another language in the same way because of what he now knows" (Gattegno 2010: 25), so, they need a method that involves both their mother tongue and the L2, so that he can get a successful learning. He thought the artificial approach was better because there, teachers would have a better control of student’s learning. Besides, students would be more autonomous because they would be capable of monitor and self-correct the mistakes they could make. (Richards and Rodgers, 2001: 103-107).

With respect to the role of materials, we find that charts are used for pronunciation, with

symbols in the target language for all of the vowel and consonant sounds of the language. The symbols are color coded according to pronunciation; thus, if a language possesses two different symbols for the same sound, they will be colored alike. [...] The charts are hung on the wall and serve to aid in remembering pronunciation and in building new words by sounding out sequences of symbols as they are pointed by the teacher or student. [...] The teacher will model the appropriate sound after pointing to the symbol on the chart [and] later, he will silently point to individual symbols and combinations of symbols, and monitor students’ utterances (Richards and Rodgers, 2001: 108-109)

While charts are used for pronunciation, colored Cuisenaire rods are used for grammar and vocabulary, since they link words and structures with their meanings in the target language. They have different length and colors, which allows instructors and students to create as many utterances as they want. For example, they can be used for “naming colors, for size comparisons, to represent people, build floor plans, constitute a road map, and so on” (Richards

and Rodgers, 2001: 108), and when students or teachers find any difficulty expressing the desire word or concept, rods are substitute for the charts.

But, as the previous methods, this one was also criticized, above all for being a harsh method for students because they work in isolation and they cannot communicate with the teacher as much as he or she may do with other methods. Besides, materials can result incomprehensible due to teacher's poor explanation and also, they may result insufficient for language learning, since, in the end, this method reduces learning materials to only three: Cuisenaire rods, charts and fingers, which are used to point. Because of this, Silent Method is insufficient when learning a new language, due to it lacks communication and the insufficiency when covering skills as reading or listening (Tflopedia, online). Even so, we cannot negate the originality of this method where silence supposes a great pillar in L2 learning.

2.5.Communicative Language Teaching approach (CLT) including Task-Based Teaching

Communicative Language Teaching is not considered a method as such, but rather an approach whose main purpose is to “help students produce authentic language and communicate with others” (Vanderbilt University, online) through the use of multiple skills (reading, grammar and vocabulary, writing, speaking and listening). It arose between the 1970s and the 1980s from Chomsky, Halliday and Hyme's theories about language acquisition and also as a response to the high demand of people who wanted to learn English through a new and easiest way (Richards and Rodgers, 2001: 64-68)

CLT has a grammatical and functional point of view of language, since it is conceived as “a system for the expression of meaning” whose “primary function [...] is for interaction and communication” (Richards and Rodgers, 2001: 71). Due to this, teachers should provide students with exercises where they can develop their communicative abilities, such as text-based materials (books and literary fragments), task-based materials (games, role plays and simulations) and *realia* (signs, magazines, advertisements, and newspapers, among others) (Richards and Rodgers, 2001: 79-80). These exercises can be carried out through several approaches, although the preferred one is Task-Based Teaching, in which “teachers set up a goal, give students real-life language tasks, and students respond in a meaning way” (Vanderbilt University, online). An example of task-based teaching could be a role play in which one student is the interviewer and the other one is the interviewee and they have to interact between them.

With respect to grammar, we find that the CLT approach does not try to avoid it, but it includes explanations of its correct use

within contexts and through communicative tasks. In this way, grammar is not presented as a list of rigid rules, but natural patterns that students acquire in the learning contexts (Vanderbilt University, online)

This makes this approach different from the previous ones, since it combines both communication and grammar with the aim of obtaining a better learning of the target language.

As regards teacher's function, we find he or she plays two main roles in CLT: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. (Richards and Rodgers, 2001: 77)

So, having this into account, we can say this approach includes both deductive and inductive perspectives, since, although the teacher makes some explanation about the exercises and grammar (deductive), in the end, students are the ones who have to investigate and improve what they are going to communicate to their classmates (inductive).

Although CLT is one of the most influential and better considered within the field of language teaching, it has also received many critics from linguists, as Mohd Ahmad Khan (2016) acknowledges in his article *EFL Teachers' Perceptions on the Usefulness of Communicative Language Teaching (CLT)*. This author gives us five disadvantages of why CLT is not a good approach:

- It is felt that there is not enough emphasis on the correction of *pronunciation* and *grammar error*. It is because too much focus on meaning at the expense of form.
- CLT approach focuses on fluency but not accuracy in grammar and pronunciation.
- The CLT approach is great for intermediate student and advanced students, but for Beginners some controlled practice is needed.
- The monitoring ability of the teacher must be very good
- Grammar Teaching Practices make application of this approach difficult.

(Ahmad Khan, 2016: 2)

Despite its drawbacks, this approach results very innovative because it allows students and teachers to work together and, thus, achieve a better understanding and learning of all skills of the target language.

After having seen five different methods and approaches, with its features, advantages and disadvantages, we can say that, no method is better or worse than another, since some of them have elements that may complete what others lack and vice versa. The choice of one or another depends on the teacher's perspective and aims when teaching a second language, and he/she probably will change or introduce new elements on the progress.

With respect to our choice, we are going to use in our teaching proposal the CLT approach, since it is the one which fits better in the *ser/estar*: we can teach students using elements from real life (adverts) and, at the same time, students learn how to express themselves in the five skills: reading, writing, speaking, grammar and vocabulary and listening.

3. Delimitation of the topic: *ser* and *estar*

In this section, we are going to analyze the use and the main structural problems between Spanish and English languages as regards *ser* and *estar* copulative verbs, focusing above all in those that textbooks³ consider the main ones: its use and its semantics differences, their use with adjectives and passive voice.

3.1. Main structural problems between Spanish and English

Ser and *estar* are two Spanish verbs that denote the “notion of someone's or something's state of being” (Roby, 2009: 1), and they are characterized for being copula verbs, that is to say, they are used to join an adjective or noun complement to a subject and also, they express both

³ According to Palomino, M.A. (2014). *Gramática en diálogo A1 A2*, ProQuest Ebook Central: enClave-ELE. Available at: [<http://ebookcentral.proquest.com/lib/bibucascb-ebooks/detail.action?docID=4626562>] Tarricone, L., et al. (2012). *Gramática explicada: para niveles intermedios con ejercicios + soluciones*, ProQuest Ebook Central: enClave-ELE. Available at : [<http://ebookcentral.proquest.com/lib/bibucascb-ebooks/detail.action?docID=4626553>]; Sánchez Lendinez, N. (2016). *Los usos de ser y estar: una propuesta didáctica para el español como segunda lengua*. Trabajo de Fin de Máster (Màster en ensenyament d'espanyol i català com a segones llengües). [online]. Girona: Universitat de Girona. Available at: [https://dugi-doc.udg.edu/bitstream/handle/10256/14094/SanchezLendinezNeus_Treball.pdf?sequence=1]

subject and complement “denote the same thing or that the subject has the property denoted by its complement” (English Grammar, online).

Its English homologue is the verb *to be*, which encompasses the two verbs in just one. Some of our readers may ask why the English language has just one copula verb, while Spanish has two. The answer is found in its etymology: *to be* comes from the Old English verb *bēon* (Wiktionary, online), while *ser* and *estar* come from the Latin verbs *esse* y *stare*, respectively (Hispanoteca, online). Despite their different etymologies, its grammatical function is the same: copula verbs which function as nominal predicates in sentences.

But the problem arises when English speakers, who only have one copula verb in their mother tongue, try to learn Spanish language with its two copula verbs, since they have to unfold the semantic meaning they have attributed to its *be*-verb to the *ser* and *estar* grammatical forms. This involves not only making a semantic distinction between they those two, but also its use with adjectives and with passive voice, as we will see in the following subsections.

3.1.1. Semantic distinction between *ser* and *estar* predication

When a Spanish learner starts to study the target language, they use to recur to textbooks, where it appears explained *ser* and *estar* forms as follows:

Cases which require <i>ser</i>	Cases which require <i>estar</i>
Nationality or precedence; <i>es boliviano, es de España</i>	Progressive constructions; <i>está comiendo</i>
Time-telling; <i>son las cuatro</i>	Location; <i>está en el auto</i>
Profession and affiliation; <i>es abogada, es republicana</i>	Mental or physical states; <i>está contento, está enfermo</i>
Possession; <i>es de George</i>	
Physical make up; <i>es de seda</i>	
Passive constructions; <i>es abierta</i>	

Table made from Francis' explanation in his book (Francis, 2007: 154)

According to many critics (Roby, 2009; Francis, 2007; Maienborn, 2005), this explanation is based in the traditional approach of the semantic distinction between *ser* and *estar*: permanent vs. temporary distinction. In this approach, theorists say Spanish speakers make a “conscious division of the world into two types of stative realities” (Roby, 2009: 2), where *ser*-predication reflects a “state that is not temporally bound and applies for a relatively

long period of time” (Roby, 2009: 2), i.e., a permanent state, as they are the cases indicated in the previous table.

On the other hand, *estar*-predication reflects “a state or condition that is temporally bound in some way and applies for a relatively short period of time” (Roby, 2009: 2), i.e., temporary or current states, as they are the cases seen before.

In a nutshell, what this theory’s advocates propose is to consider states with *ser* as permanent and unchangeable and those with *estar* as temporary and changeable (Bull, 1965), as seen in the following examples:

- | | |
|---|---|
| <p>1) a. El hielo <i>es</i> agua congelada.
 the(gen) ice <i>be</i>-3rd s. water frozen
 ‘Ice is frozen water’</p> <p>b. María <i>es</i> alta
 María <i>be</i>-3rd s. tall
 ‘María is tall’</p> | <p>2) a. <i>Está</i> lloviendo.
 <i>be</i>-3rd s. raining
 ‘It is raining.’</p> <p>b. Marisa <i>está</i> triste hoy.
 Marisa <i>be</i>-3rd s. sad today
 ‘Marisa is sad today.’</p> |
|---|---|

(Roby, 2009: 12-13)

As we can see in examples 1) and 2), the explanation given previously is rightly fulfilled, since in examples 1) *a* and 1) *b*, the sentences refer to a permanent state, where 1) *a* is a universal truth while 1) *b* is a property generally applies. *Estar*-predication explanation is also fulfilled in examples 2) *a* and *b*, since they refer to temporary states: in some moment, the rains has to stop, and Marisa is only sad in a given time. This last is emphasized through the use of the extra-argument “today”, which are common in *estar* copula (Roby, 2009: 4). This temporal indicator entails that Marisa is not always sad, but only today, and probably this state will change in a short period of time.

Another feature of *estar* is the fact of being characterized for indicating a previous or potential change of state, as we can see in the example 2) *b*, where we said that Marisa’s mood could change soon. First-time experiences are also included within *estar*-predication, as seen in the following example:

- 3) La paella *está* muy buena (*said by a foreigner who tastes for the first time a paella dish*).

Although *ser/estar* distinction seems to work with these rules, many critical authors acknowledge (Roby, 2009; Francis, 2007; Maienborn, 2005) that there are some exceptions and contradictions it has not been taken into account, as they are the following ones indicated below.

Starting with *ser*, we find we were told this verb is used with permanent states, but according to Roby (2009), “few, if any states in the universe that can be considered permanent” (Roby, 2009: 3). We can see this in the following examples:

- 4) a. Elena es católica
“Elena is Catholic”.
- b. Madrid es una ciudad muy poblada
“Madrid is a populated city”.
- c. Juan es moreno
“Juan is dark-haired”.

Copula *ser* is present in the three sentences, and we may think that these situations are permanent, but, actually, they are changeable realities: Elena can convert to another religion, Madrid can vary its population and Juan can change its hair color. The same happens with *estar*-predication: not all the states it describes are temporary, since, in Spanish, *estar* is also used to describe physical and celestial locations and also the state of being dead:

- 5) a. Cádiz está en España
“Cadiz is in Spain”
- b. La abuela de Marta está muerta.
“Marta’s grandmother is dead”

As seen, Cádiz will not change its location and Marta’s grandmother will not come to life, so they are permanent states, although they are formed with verb *estar*.

Now, let us move the criticism to Bull’s interpretation of *ser* and *estar* predication. As we pointed out previously, he said *estar* was used to indicate a previous or potential change of state and *ser* is the elsewhere case, but, actually, any given state may have conceivably resulted from a change. Furthermore, “the speaker has no way of knowing whether what he or she is describing is in its current state as the result of a change or not”. (Roby, 2009: 3).

So, we can say that, although the permanent vs temporary distinction works in many cases, learners need to have into account the different exceptions and contradictions this approach has, which can result in confusion and frustrations on the students' side.

3.1.2. *Ser* and *Estar* with adjectives

The permanent vs temporary distinction is also applied to adjectives by many textbooks, as we can see in the following excerpt⁴:

Uses of SER + ADJECTIVES:

- Ser indicates permanent characteristics:
 - To describe places and objects: El restaurante es pequeño (The restaurant is small). [...]
 - To describe people physically: Paloma es rubia (Paloma is blonde). [...]
 - To describe people's personality: Los compañeros de Paloma son simpáticos (Paloma's mates are very kind).

Usos de ESTAR + ADJETIVOS:

- Estar indicates non-permanent characteristics (which depend on circumstances) and states:
 - Physical states: Julia está cansada (Julia is tired).
 - Emotional states: Paloma está contenta (Paloma is happy).
 - States of places and things: El restaurante está lleno (The restaurant is full). Las ventanas están abiertas (The windows are open).
 - We always use estar with:
 - (1) Solo/a (alone): El señor de las gafas está solo (The man with glasses is alone).
 - (2) Satisfecho (satisfied): los clientes están satisfechos (clients are satisfied).
 - (3) Prohibido (forbidden): En el restaurante está prohibido fumar (Smoking is forbidden in the restaurant).
- (Palomino, 2014: 75)

Following this corollary, we can say this distinction is very similar to the one made in the previous part, since it basically follows the semantic difference between the two verbs. This distinction works whenever we deal with “natural features of essence, of quality”⁵ and “changes” (García de María, 2008: 40). But we need to have into account that, in Spanish, there are some adjectives that do not fit within this classification, since they have two meanings depending on the verb, as it is the case of *Los perros son listos* (*Dogs are smart*) and *Los perros*

⁴ Excerpt translated by this TFG's author

⁵ “rasgos naturales de esencia, de calidad”

están listos (*Dogs are ready*) or *El coche es nuevo* (*The car is new*) and *el coche está nuevo* (*The car is like new*). Due to this, some critics (García de María, 2008; Aletá Alcubierre, 2008; Družić, 2013) see the necessity of making a more specific distinction that includes those adjectives which are not comprised in the general textbooks classification, by distinguishing monosemic adjectives from polysemic ones.

Monosemic adjectives are those that only have one meaning, which, when it meets one of the Spanish copula verbs, may vary the sentence's sense, so, as García de María acknowledges,

la diferencia significativa de la proposición en la que se utilizan reside en el verbo [la elección del cual] dependerá de la intencionalidad [del hablante] y del contexto en que se halle (García de María, 2008: 41)

So, having this into account, it is perfectly comprehensible we cannot apply the permanent/changeable distinction to the following sentences:

- 6) a. La comida es buena (Food is good).
- b. La comida está buena (Food tastes good).

Here, we know that the adjective “buena” has positive connotations, but, while in the first case the speaker is referring to the nutritious quality—it is good for your health—, in the second one he refers to the taste—a good taste—.

The same happens in the following pair of examples:

- 7) a. El coche es nuevo (The car is new).
- b. El coche está nuevo (The car is like new).

In example 7)a, the speaker only can use that assertion during a short space of time, while in 7)b, he or she may say it during years as long as the car is well cared, and, this way, the sentences remove the permanent/ changeable difference. So, as García de María acknowledges, “Estamos aplicando el mismo calificativo a ambas [...] pero son dos preposiciones distintas y no podemos utilizar el par de contrarios *permanente/cambiante* desde la perspectiva de cada una de ellas” (García de María, 2008: 41).

In light of these data, we can say that, within monosemic adjectives, the meaning does not depend on the adjective, but on the verb, since it is the one which leads to one meaning or another in the sentence.

With respect to polysemic adjectives, we find these adjectives, although they have the same form, they have more than one meaning, which normally appears in dictionary entries, as we can see below:

- 8) **Listo:** 1. adj. Diligente, pronto, expedito. (Diligent, smart, expeditious).
2. adj. Apercibido, preparado, dispuesto para hacer algo. (Aware, prepared, willing to do something).
3. adj. Sagaz, avisado. (Astute, informed)
(RAE, online)

Spanish L2 learners usually find some problems with this kind of adjectives, since, on the one hand, they have to learn the different meaning which a polysemic adjective has, and, on the other hand, they have to know its use with *ser* and *estar*, which also supposes a trouble, due to the fact that “no solo van a pedir la aparición con uno de los dos verbos en exclusiva, sino que también van a poder ir tanto con un verbo como con otro” (García de María, 2008: 43).

Because of this, the critic García de María (2008) establishes two groups of polysemic adjectives:

1. Polysemic adjectives whose different meanings may be expressed with *ser* or *estar* or simple polysemic adjectives.

This group seems not to present any problem with respect to adjectives' meanings, since they are clearly assigned to one or another verb, as it is the case of example 8), where the adjective “listo” has different meanings depending on the copula verb chosen.

Students should, first of all, know the different meanings of the adjective, and later, se aplica a cada significado aislado el mismo procedimiento que a los adjetivos monosémicos: es necesario determinar qué implicaciones filosófico-cognitivas posee cada significado. En concordancia con las implicaciones, se decidirá cuál de los dos verbos es el adecuado (García de María, 2008: 44).

This way, the first entry of the adjective “listo” would belong to the verb “ser”, since it is denoting inherent characteristics, as it is the fact of being smart. The second entry would refer to verb “estar”, since it is denoting something temporal as it is the fact of being ready to do something. The last entry refers again to verb “ser”, but this time, it has not the implication of being smart, but astute, and it often appears nominalized and with negative connotations in Spanish. Some examples of this explanation could be seen below:

9) 1st entry: *Isabel es lista porque saca muy buenas notas (Isabel is smart because she gets good grades).*

2nd entry: *Los niños están listos para ir de excursión (Children are ready to go on a hike).*

3rd entry: *Mario es un listo, me dijo que me devolvería el dinero el mes pasado y aún no lo ha hecho (Mario is an astute guy, he told me he would return me the money last month, but he has not done so yet).*

Thus, we can see the rule explained before for this kind of adjectives is properly fulfilled, since each verb denote the meaning the adjective “listo” has in each sentence.

Other adjectives similar to “listo” are “bueno, malo, fresco, despierto, atento, rico, orgulloso, delicado, molesto...” (García de María, 2008: 44).

2. Mixed polysemic adjectives

This group is called in this way since adjectives’ meaning are not clearly attached to *ser* and *estar*, but one or more of their meanings may appear in sentences with both verbs. According to García de María (2008), learners should decide if they can use the adjective with both verbs or just one, besides paying attention to how the sentence, message and communicative context change its meaning depending on the verb chosen (2008: 44).

Some examples of this kind of adjectives are *rico, madura, vivo, católico...* (García de María, 2008: 45).

This way, if we take, for example, the adjectives *vivo* and *católico*, we can say both “*Este niño es vivo*” (*This boy is bright*) as “*Este niño está vivo*” (*This boy is alive*) and “*Manuel no está hoy muy católico*” (*Manuel is not feeling good today*) y “*Manuel es católico*” (*Manuel is Catholic*), but we need to have into account that the meaning of each sentence is different, since while in “*Este niño es vivo*”, the speaker is referring to being active and restless, while in “*Este niño está vivo*”, he refers to that fact of being alive. The same happens in “*Manuel no está hoy muy católico*” and “*Manuel es católico*”, because in the first sentence the speaker refers to Manuel’s health or mood, while in the second one, he is talking about religion.

As we can see, the initial distinction premise between *ser/estar* is kept here, since *ser* refers to inherent characteristics (*ser vivo, ser católico*) while *estar* refers to temporary states, as *estar vivo* and *estar católico*.

3.1.3. Passive voice in Spanish

Passive voice also supposes a problem for Spanish L2 learners, since Spanish, unlike English, has two different passive voices: periphrastic passive with *ser* and *estar* and reflexive passive with *se*. It is worth pointing out that passive voice is not used in Spanish as much as in English, since Spanish speakers prefer active voice or, otherwise, reflexive passive. On the other hand, periphrastic passive voice is less used than the other one, since it mostly appears in formal written context, above all in newspapers headlines, articles and scientific researches. (Bednářová, 2006: 13)

In this project, we are going to talk about periphrastic, reflexive and impersonal passive voice, since they three are related to structural problems between Spanish and English.

Starting with the periphrastic one, linguists call periphrastic passive to those sentences in which the verb *ser* or *estar* works as auxiliary verb, and the main verb appears as past participle, as follows: *ser/estar* + past participle. It is important to take into account that, in Spanish, only transitive verbs admit passive voice, while intransitive verbs do not. (Navas y Jaén, 1989: 81), as seen in the following example:

- 10) *El palacio fue demolido en 1530* (*The palace was demolished in 1530*). (transitive verb, then it admits passive voice)
- 11) **La montaña es corrida por el perro* (*The mountain is run by the dog*). (ungrammatical sentence because of the intransitive verb)

With respect to subject and direct object, it follows the same path than English ones: active voice subject turns into agent complement (“complemento agente” in Spanish), which normally is preceded by the prepositions “por” or “de”, except in those cases in which the agent complement is obvious as in “Mercedes fue operada ayer” (“Mercedes was operated yesterday”), where “por los médicos” (“by the physicians”) is omitted because it is obvious that she was operated by physicians.

Regarding its uses, the critics Ricardo Navas Ruiz and Victoria Jaén Andrés (1989) acknowledge that “la pasiva con *ser* + participio pasado indica una acción verbal en la que el sujeto recibe dicha acción” (1989: 81), as we can see in the following sentences:

- 12) *La batalla de Waterloo fue perdida por Napoleón* (*Battle of Waterloo was lost by Napoleon*).
- El periódico es impreso al amanecer* (*The newspaper is printed at dawn*).
- El perro fue vacunado por el veterinario* (*The dog was vaccinated by the veterinary*).

One of the problems that passive voice with verb *ser* presents is, as the critics previously mentioned point out,

no se puede usar la pasiva con [...] [este verbo] en el presente ni en el imperfecto de los verbos desinentes, esto es, aquellos que significan una acción perfecta o que termina instantáneamente como abrir, acabar, volver. La razón es que su significado desinente choca con el carácter imperfectivo de los tiempos mencionados. Así no se dice *el forro del abrigo es vuelto por el sastre*, sino *el sastre vuelve el forro*. (Navas y Jaén, 1989: 82)

Two more examples we can add as wrong sentences according to this theory are **el yogur es acabado por Loida* (*the yoghurt is finished by Loida*) and **la puerta es abierta por Raquel* (*the door is opened by Raquel*), since they are desinent verbs. Then, the right sentences would be *Loida se acaba el yogur* (*Loida finishes the yoghurt*) and *Raquel abre la puerta* (*Raquel opens the door*), both of them in active voice.

On the other hand, “la pasiva con *estar* + participio indica el resultado de una acción. Generalmente no lleva agente; pero si lo lleva, se introduce solamente mediante *por*” (Navas y Jaén, 1989: 82), as we can see in the following examples:

13) La emisión está garantizada por varios bancos: agent complement with *por*.

The issuance is guaranteed by several banks.

14) El coche estará arreglado mañana: is easily inferable that a mechanic will repair the car, so, the agent complement is omitted.

the car will be repaired tomorrow.

This also happens in English, since we keep the agent complement when the action maker is important, and we omit it if it is obvious or it has been previously mentioned, as it happens in the previous examples.

In this kind of constructions with *estar* in passive voice, verbal action is previous to the tense which appears in them. This way, the sentence *la ventana está rota* (*the window is broken*) means that it has been broken previously. So, we can establish an equivalence of passive tenses with *ser* and *estar*:

- Está rota (is broken) = It has been broken. Present passive voice tense represents simple past tense.
- Estaba rota (was broken) = It had been broken. Imperfect passive voice tense represents past perfect.

According to Navas and Jaén (1989),

esto explica que la pasiva con *estar* no se use en los tiempos perfectos, que implican en sí mismos una acción anterior. En el caso de todos los pretéritos [...] *ser* señala ya el resultado; por eso, *estar* es innecesario. Se dice: *los libros han sido escritos*, nunca *los libros han estado escritos*. [...] Esto explica que no se use *estar* con ciertos verbos cuyas acciones se conciben siempre como imperfectas. Ejemplo notable es el de amar y querer: no se puede decir *está amado*, *está querido*. (Navas y Jaén, 1989: 82-83).

So, as we can see, in Spanish periphrastic passive voice is more usual to use *ser* rather than *estar*, which is mainly used with adjectives when indicating an action's result.

With respect to reflexive voice (“pasiva refleja” in Spanish) linguists give this denomination to those sentences built with transitive verbs in third person singular or plural, and with the indicator “se”. Another feature of these kind of sentences is they have a patient subject, i.e., a noun phrase which appears in passive voice and which makes reference to the person or thing affected by the action expressed by the verb (Devís Márquez, 2016), as seen below:

15) **Las noticias (patient subject)** se publicaron en todos los periódicos

News were published in all newspapers

16) Por fin se permitió **que los refugiados llegaran a Europa (patient subject)**

Finally refugees were allowed to arrive at Europe

17) Se venden (verb in plural) ocho pisos or Se vende (verb in singular) ocho pisos.

Appartments are sold, but not **Appartments is sold* because in English, the verb must agree with the subject, while Spanish, in certain cases, like this one, it does not follow this grammatical rule.

As we can see, reflexive passive is translated in these sentences with an English passive (to be conjugated + past participle), since it is its equivalent. But this does not happen always, since, sometimes, English speakers can translate reflexive passive voice with an active voice in their language, or even with the two voices, as we can see below:

18) Este coche se vende bien → This car sells well

19) ¿Se comen mariscos en Polonia? → Do they eat seafood in Poland? or, Is seafood eaten in Poland?

This is due to the fact that, as English only has one kind of passive type, it has to use active voice to express what Spanish people do in the reflexive passive one (ThoughtCo., online).

It is worth pointing out that we cannot use *ser* and *estar* with reflexive passive, since, according to Real Academia Española (RAE, online), this is ungrammatical due to the fact that this kind of passive does not accept copular verbs.

Another problem English people find is that they confuse reflexive passive with impersonal passive, since both of them are constructed with *se*, but the differences between the two is the following one: impersonal voice never has a subject, the verb must always be in 3rd person singular and it can be transitive, intransitive or copulative, while, as we have seen before, reflexive passive always has subject, the verb can be singular or plural, and it only can be transitive (Devís Márquez, 2016).

Some examples of impersonal passive voice are the following:

20) Se trabajó la semana pasada

We worked last week

21) No se trató muy bien a los invitados

The guests were not treated very well

22) Se está bien aquí

We are fine here

As we can see, sentences 20 and 21 are translated in English with active voice, as it happened in the reflexive voice, due to the fact we have commented before.

To finish with this section, we can say that Spanish *ser/estar* theory has a wide range of features that English people need to have into account when they are studying it, because if not, they can confuse elements and make mistakes that could be easily solved through a good explanation as the one we are going to present in the following paragraph.

4. Our teaching proposal: description of activities on the *ser/estar* difference: advertisements

Now we know the main methods linguists use when facing a grammatical problem and the main problems English people find when studying *ser/estar*, and the uses of both copula verbs, we are going to make an original teaching proposal based on the CLT and Task-Based approaches where advertisements work as the starting point for *ser/estar* explanation.

Nowadays, adverts are everywhere: on the internet, on television, on the street, on our smartphones, in magazines and newspapers, etc. Due to this, most people are used to see them and to interpret their meaning, and, taking advantage of this, we are going to use Spanish advertisements with the aim of creating a teaching proposal where we explain the difference between *ser/estar* by having into account what we have explained in the previous paragraphs.

But, before starting, it is important to establish a division by levels, it means, we need to set up a separation of knowledge, because it is not the same to explain the difference of *ser/estar* to a person who has never been in touch with Spanish than to another one who does have a previous basis of this language and what he/she needs is to enlarge it. Due to this, we are going to establish three different stages that comprehend students' knowledge of *ser/estar*: **beginners**, who are those who have not got in touch with Spanish before, and hence, they do not know the difference between these two verbs, **intermediates**, who do already know the basic difference between the verbs but they need to strengthen it, besides studying new elements as past times (pretérito perfecto simple and pretérito perfecto compuesto) and future (futuro simple); and finally **advanced** students, which need to learn more complex things, such as the difference between the two types of polysemic adjectives and the passive voice, together with the practice of this two verbs in real situations ⁶.

These levels would correspond in the CFER (Common European Framework of Reference for Languages) to Beginners: A1 and A2; Intermediates: B1 and B2; and Advanced: C1 y C2.

Now we have set up the levels and the elements pupils should study at each one, let us see what we are going to find in the teaching proposal: we are going to propose 3 exercises for each level which are designed for three sessions (1 session is one lesson hour, supposing a total of 9 exercises and nine sessions). Each one will be divided into two parts: one part, which will

⁶ This division and the elements students should study at each level has been taken from: Palomino, M.A. (2014). *Gramática en diálogo A1 A2*, ProQuest Ebook Central: enClave-ELE. Disponible en [<http://ebookcentral.proquest.com/lib/bibucascb-ebooks/detail.action?docID=4626562>]; Tarricone, L., et al. (2012). *Gramática explicada: para niveles intermedios con ejercicios + soluciones*, ProQuest Ebook Central: enClave-ELE. Disponible en [<http://ebookcentral.proquest.com/lib/bibucascb-ebooks/detail.action?docID=4626553>]; Sánchez Lendinez, N. (2016). *Los usos de ser y estar : una propuesta didáctica para el español como segunda lengua*. Trabajo de Fin de Máster (Màster en ensenyament d'espanyol i català com a segones llengües). [online]. Girona: Universitat de Girona. Disponible en: [https://dugi-doc.udg.edu/bitstream/handle/10256/14094/SanchezLendinezNeus_Treball.pdf?sequence=1]

appear in a table made up of 5 paragraphs: session's title, aims, materials/spaces, work session routine and obtained results, so that we can have a clear understanding of the exercises and the final feedback we can obtain from it; and a second part composed by exercises which will allow teachers to explain the lesson and students to practice it.

With respect to the language of the teaching proposal, we will find that in the beginners' part, the statement will be written in English, although students will be required to speak and write in Spanish. This is due to beginners' students have little or null knowledge of Spanish and a full lesson in this language may provoke them to not follow the lesson, and as result, they might be frustrated and quit this language. In the intermediates' part, students will have statements both in English and in Spanish, so that they have a better comprehension of what they are studying and also, teacher can use the Spanish part as a review exercise when facing the exam. Finally, the advanced' part is completely written in Spanish, because these students are capable of following and understanding a lesson in this language.

This language decision is based both in my experience as English student and in my experience as teacher, since I have proved that students learn better when they see and hear some explanations in their mother tongue, in this case, English. Through this statement, I am not defending the whole lesson should be in English, but I think the lesson should be in the target language, in this case, Spanish, although it should have elements, such as images, statements, videos, etc. in English, so that the student feels Spanish closer to English, and this way, they can have a better learning experience.

Without further delay, let us start with our teaching proposal.

4.1.Teaching proposal with advertisements

4.1.1 BEGINNERS (A1/A2)

Session title	What's <i>ser</i> and <i>estar</i> ?
Aims	<ul style="list-style-type: none"> - To distinguish <i>ser</i> from <i>estar</i> - To learn their uses with monosemic adjectives - To be able to use both verbs in a real-based situation.
Materials/Space	<u>Materials</u> <ul style="list-style-type: none"> - PC -Pictures

	-Sheets -Pencils -Rubbers <u>Space</u> -Classroom
Work session routine	<p>Exercise 1: In this exercise, the teacher will show two pictures where verb to be is presented, and she will require students why this verb is used here and also, to pay attention to the elements that follows the verbs, which will be useful for them when they will be required to explain why the speaker has used verbs <i>ser</i> and <i>estar</i> in Spanish.</p> <p>Later, teacher will explain them <i>ser/ estar</i> difference and uses and she will compare them with verb to be. Later, students has to justify <i>ser/estar</i> uses in adverts' translation into Spanish.</p> <p>Exercise 2: Here, the teacher will give 2 different pictures to students, who, by bearing in mind the previous explanation, have to try to describe them. To do so, they need to use indicative present tense, which will be explained when doing the exercise, and they have to use <i>ser</i> and <i>estar</i> too, together with nouns as adjectives. Finally, the teacher will explain to students the use of <i>estar</i> + gerund, and they should use it when describing the picture.</p> <p>Exercise 3: In this exercise, students should read a real adapted advert and later, they have to answer a set of questions which will allow the teacher to know if they need more practice on the <i>ser/estar</i> theory or students have understood it perfectly.</p>
Obtained results	<ul style="list-style-type: none"> - Students should be able to distinguish both copula verbs, what their uses with nouns and adjectives are and finally, they should be able to use them in both written and oral context. - Set up skills basis (grammar and vocabulary, speaking, listening, reading and writing) and to be able to use them within beginners' limits.

EXERCISES

Exercise 1:

Look at the following adverts:



Picture 1. Source: AdWeek. *Reese's Turned Gripes About Its Ugly Christmas Candy Into Funny Ads About Tree Shaming*. [online]. Available at: [<https://www.adweek.com/creativity/reeses-turned-gripes-about-its-ugly-christmas-candy-funny-ads-about-tree-shaming-168615/>]



Picture 2. Source: Youtube. *Knick Knacks "Happy" TVC*. [online] Available at: [<https://www.youtube.com/watch?v=TICUDU1omF8>]

Now think about this: The sentences which appear in the previous adverts have the verb *to be*, as we can see below:

- All trees **are** beautiful
- Snack time **is** funtime

So, by bearing them in mind, could you say why speaker has used verb to be here? Could you tell me what follows verb to be in these sentences?

Spanish, unlike English, has two copular verbs (*ser/estar*), which have the same function than *to be*, although each one has a different use, as we will see now (the teacher gives *ser/estar* explanation of uses and rules).

So, if we have into account the previous adverts sentences and we translate them into Spanish, we get the following one:

- Todos los arboles **son** bonitos
- La hora de la merienda **es** momento de diversión

Do you know why the first one is translated for *ser* and the second one for *estar*? Keep in mind the elements which follow the verbs.

Exercise 2

Describe the following advertisements by using the verbs *ser* and *estar* in indicative present and the vocabulary learnt in the previous units (colors, personal features, jobs, animals, etc.)

Example: *El hombre es mayor. El león está sonriendo. El león está haciendo sonreír al hombre.* (The man is old. The lion is smiling. The lion is making the man to smile).



Picture 3. Source: Influencia. *Quelles marques ont brillé cette semaine ?*,[online] Available at: [\[http://www.influencia.net/fr/actualites/in.shine-academy,quelles-marques-ont-brille-cette-semaine,4658.html\]](http://www.influencia.net/fr/actualites/in.shine-academy,quelles-marques-ont-brille-cette-semaine,4658.html)



Picture 4. Source: BlogSpot, *Consulta médica de Nenuco*. [online]. Available at: [\[http://2.bp.blogspot.com/-7-121V3Ovdg/UUtNiF1nCwI/AAAAAAAAAFY/KGVQv3n3VSo/s1600/image_1_preview.jpg\]](http://2.bp.blogspot.com/-7-121V3Ovdg/UUtNiF1nCwI/AAAAAAAAAFY/KGVQv3n3VSo/s1600/image_1_preview.jpg)

Exercise 3:

The following text is an apartment rental advert from a Spanish advertisement website. Read it carefully and answer the following questions:

OFERTA
 Venta de pisos en Cádiz (CADIZ)
 r264567692 6 horas

CÁDIZ CAPITAL. ZONA EL ESTADIO DE FUTBOL

Se vende piso cerca del estadio de fútbol de Cádiz. Es un piso grande y soleado. Está cerca de supermercados y tiendas. También está cerca de la playa de la Victoria. El patio es amplio para tender ropa. Los vecinos son ancianos y no son ruidosos. Solo particulares.

150.000€
Particular
VER FOTOS
VER MAPA

70m²
3 dorm.
1 baños
2.143 €/m²

CONTACTAR
COMPARTIR
FAVORITO
ESTADÍSTICAS
DENUNCIAR



Picture 5. Source: Milanuncios. Advert adapted from the original *Cádiz Capital. Zona el estadio de futbol*. [online]. Available at: [\[https://www.milanuncios.com/venta-de-pisos-en-cadiz-cadiz/cadiz-capital-zona-el-estadio-de-futbol-264567692.htm\]](https://www.milanuncios.com/venta-de-pisos-en-cadiz-cadiz/cadiz-capital-zona-el-estadio-de-futbol-264567692.htm)

- Underline the verbs *ser* and *estar* in the text and list them.
- Justify the use of *ser* and *estar* in each case, for example, *the speaker uses "estar" in the second line because he is talking about a place.*

- Now it is your turn. Take as reference the previous advert (or another one different) and write your own ad by using the verbs *ser* and *estar* and present it to your classmates.

4.1.2. INTERMEDIATES (B1/B2)

Session title	Ser y Estar: Presente, pasado, futuro
Aims	<ul style="list-style-type: none"> - To review <i>ser</i> and <i>estar</i> general uses, its uses with monosemic adjectives and <i>estar</i> + gerund. - To learn <i>ser</i> and <i>estar</i> conjugation in simple and perfect past (pretérito perfecto simple and pretérito perfecto compuesto) and in simple future (futuro simple). - To practice the previously learned things through a game where they should demonstrate their speaking ability with <i>ser</i> and <i>estar</i> and the contents studied in previous units.
Materials/ Spaces	<ul style="list-style-type: none"> - PC - Pictures - Pencils - Sheets - Rubbers <p><u>Space</u></p> <ul style="list-style-type: none"> - Classroom
Work session routine	<p>Exercise 1: The aim of this exercise is to review <i>ser</i> and <i>estar</i> main uses, and their usages with adjectives, nouns and gerunds (if possible). Besides, they can also practice Spanish speaking and listening skills, since they are encouraged to discuss their answers and also, to justify them.</p> <p>Exercise 2: In this exercise, students are going to learn the conjugation of Spanish simple and perfect past (pretérito perfecto simple y pretérito perfecto compuesto), together with simple future (future simple). For that, the teacher will write the conjugation on the blackboard and later, she will encourage students to describe and compare cars' images from different times. This way, students do not only study grammar and vocabulary, but also Spanish culture, since</p>

	<p>the development of cars is closely related to Spanish history. This aspect will be commented by the teacher when doing the exercise.</p> <p>Exercise 3: The aim of this exercise is for students to practice what they have learned in the previous two exercises. To do so, they have to look for advertisement pictures of Spanish and English toys from the past, through the present, to the future. Later, they have to present their pictures, as the teacher did in exercise 2, and they should encourage their classmates to define and compare them. This way, they settle what they already know (uses, adjectives, present tense) and practice what they have learned in this unit (simple and perfect past and simple future), besides learning a bit of Spanish history through toys' advertisements (women's vision, male chauvinism adverts, Spanish transition from Francoism to democracy, the actual estate of Spanish society, etc.)</p>
Obtained results	<ul style="list-style-type: none"> - To settle previous knowledge about <i>ser</i> and <i>estar</i> (general uses, use with monosemic adjectives and present tense) and learn new tenses (past and future) which will be essential for passive voice (studied in advanced level). - To reinforce skills, especially grammar and vocabulary, speaking, listening and writing.

EXERCISES

Exercise 1

Let's review the uses of *ser* and *estar*. For this, we are going to describe the following advert in groups of 3 people. You should use the two copulative verbs, as well as nouns, adjectives and gerunds (when possible) to carry out this exercise. Finally, we will perform discussion in which we will justify the use of each verb and we will add two more sentences as examples. You can take as reference the following sentences examples:

Vamos a repasar los usos de *ser* y *estar*. Para ello, vamos a describir en grupo de 3 personas el siguiente anuncio comercial que aparece abajo. Debéis usar los dos verbos copulativos, así como sustantivos, adjetivos y gerundios (cuando sea posible) para llevar a cabo esta tarea. Finalmente, realizaremos un debate en el que justificaremos los usos de cada verbo y añadiremos dos oraciones más como ejemplo. Puedes tomar como modelo los siguientes ejemplos de oraciones:

Ejemplo de oraciones con ser/estar: *Los niños son morenos. Los niños están en un supermercado. (Children are dark-haired. Children are in a supermarket)*

Ejemplo de justificación del uso de cada verbo: *In the sentence “Los niños son morenos”, the speaker uses “son” because it is an inherent quality to children. In the sentence “Los niños están en un supermercado”, the speaker uses “están” because he is talking about a location.*

En la oración “Los niños son morenos”, el emisor usa “son” porque es una cualidad inherente a los niños. En la oración “Los niños están en un supermercado”, el emisor usa “están” porque está hablando de localización.

You can do the same by commenting some aspect of the pictures, such as the children, the actions of them, the fruits you see, the items in the shopping cart, the images in the background, etc.

Puedes hacer lo mismo comentando varios aspectos de la foto, tales como los niños, las acciones de estos, las frutas, los artículos del carro de la compra, las imágenes en segundo plano, etc.



Picture 6. Source: MEGA Supermercados

[<https://i.ytimg.com/vi/S7QtMUALQp0/maxresdefault.jpg>]

Exercise 2

In this exercise, we are going to learn the conjugation of *ser* and *estar* in past tense (pretérito), both simple and perfect, and the simple future. For this, we will take into account the following car adverts which appear below and we will describe and compare them by using the tenses: present, pretérito perfecto simple, pretérito perfecto compuesto and simple future,

all of them in indicative mode of the verbs *ser* and *estar*. You can take as reference the following examples:

En este ejercicio vamos a aprender la conjugación de *ser* y *estar* en pasado (pretérito), tanto simple como perfecto, y el futuro simple. Para ello, tendremos en cuenta los siguientes anuncios de coches que aparecen abajo y los describiremos y compararemos usando los tiempos: presente, pretérito perfecto simple, pretérito perfecto compuesto y futuro simple, todos en modo indicativo, de los verbos *ser* y *estar*. Puedes tomar como referencia los siguientes ejemplos:

Comparison example: *The Seat 600 was smaller than the Seat Ibiza of 2013. The Seat Ibiza is bigger than the Volkswagen Hover Car. The Volkswagen Hover Car will be smaller than the Seat 600.*

Ejemplo de comparación: *El Seat 600 era más pequeño que el Seat Ibiza de 2013. El Seat Ibiza es más grande que el Volkswagen Hover Car. El Volkswagen Hover Car será más pequeño que el Seat 600.*

Description in past example: *The Seat 600 only had 4 seats. This car was available for 20 years. The Seat Ibiza has been available for 3 years.*

Ejemplo de descripción con pasado: *El Seat 600 solo tenía 4 plazas. Este coche estuvo disponible durante 20 años. El Seat Ibiza ha estado disponible durante 3 años.*

Description in future example: *The Volkswagen Hover Car will be a floating car. The car will be available in China.*

Ejemplo de descripción con futuro: *El Volkswagen Hover Car será un coche flotante. El coche estará disponible en China.*

Advertisements

SEAT 600 (1955-1973)



Picture 7. Source: El Motor, from El País newspaper. *El Seat 600 y otros 24 vehículos que nunca olvidaremos.* [online] Available at [<https://motor.elpais.com/actualidad/25-vehiculos-nunca-olvidaremos/>]

SEAT IBIZA (2013-2017)



Picture 8. Source: Cancionanuncio. *Nuevo Anuncio SEAT Ibiza ITECH – No Te Quedes Fuera.* [online]. Available at: [<http://cancionanuncio.com/2013/06/27/nuevo-anuncio-seat-ibiza-itech-no-te-quedes-fuera/>]

VOLKSWAGEN HOVER CAR (¿futuro próximo?)



Picture 9. Source: Diario Correo. *Conoce el primer auto volador creado en China (VIDEO)*. [online]. Available at: [<https://diariocorreio.pe/miscelanea/conoce-el-primer-auto-volador-creado-en-chin-47395/>]

Ejercicio 3

Now it is your turn. Look for adverts of old toys (it can be Spanish or English), current toys and possible future toys and create and advert (it can be written or recorded). Then, your classmates should describe and compare them aloud, as we did before.

You can take as reference of old toys the following adverts pictures, which are Spanish adverts:

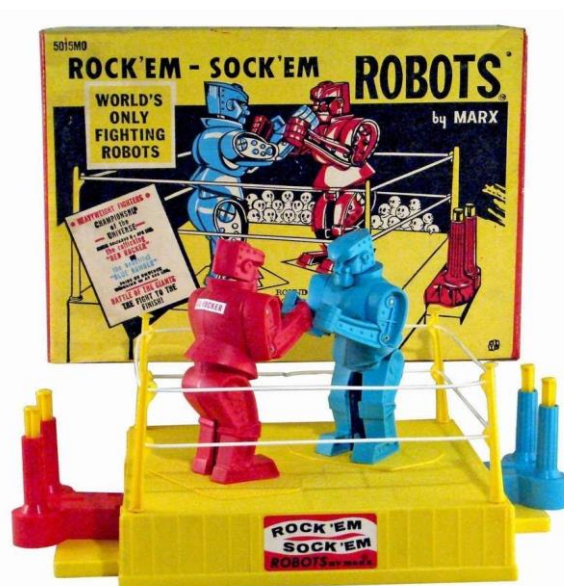
Ahora es vuestro turno. Buscad anuncios de juguetes antiguos (pueden ser españoles o ingleses), juguetes actuales y posibles juguetes futuros y realizad un anuncio (puede ser escrito o grabado). Luego, vuestros compañeros deberán describirlos y compararlos en voz alta, tal y como hemos hecho en la actividad anterior.

Podéis tomar como referencia de anuncios antiguos las siguientes imágenes de anuncios comerciales, que son anuncios españoles:

IMAGEN 1



IMAGEN 2



Picture 10. Source imagen 1: Flickrriver. *Pepa Flores*. [online]. Available at: [\[http://www.flickrriver.com/photos/tags/pepaflores/interesting/\]](http://www.flickrriver.com/photos/tags/pepaflores/interesting/)

Picture 11. Source imagen 2: YouTube. *70s Kid? Retro Rare Toy Commercials You MUST Watch!* [online]. Available at: [\[https://www.google.es/search?q=old+adverts+toys&safe=active&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi4see5mt3cAhULzYUKHfR7AX4QAUICigB&biw=1366&bih=613#imgsrc=LdKEAf2oThsbYM\]](https://www.google.es/search?q=old+adverts+toys&safe=active&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi4see5mt3cAhULzYUKHfR7AX4QAUICigB&biw=1366&bih=613#imgsrc=LdKEAf2oThsbYM)

If you decide to make a commercial video, you can use one of the adverts presents in the following old toys adverts compilations:

Si os decidís a hacer un vídeo comercial, podéis usar uno de los anuncios presentes en las siguientes recopilaciones de anuncios de juguetes antiguos:

VIDEOS 1950's -1970's:

V1. Spanish Toys: <https://www.youtube.com/watch?v=shLwMZK9ZM8>

V2. English and American toys: <https://www.youtube.com/watch?v=JfoCui79ris>

VIDEOS 1970's -1980's :

V3. Spanish toys: <https://www.youtube.com/watch?v=CyqUVRwLzZQ>

V4. English and American toys:

<https://www.youtube.com/watch?v=4q30XrLNkKw>

VIDEOS 1990's -2000's:

V5. Spanish toys: <https://www.youtube.com/watch?v=eg9XFBHLAbM>

V6. English and American toys:

https://www.youtube.com/watch?v=agHW_y6sgDk

Remember, you only have to look for pictures / videos of old, current and future adverts (if you don't find any future toy ad, you can draw one), since we will make the comment between all us in class.

Recordad, solo debéis buscar las imágenes / vídeos de anuncios antiguos, actuales y futuros (en el caso de que no haya de juguetes futuros, podéis dibujarlos vosotros), ya que el comentario lo haremos entre todos en clase.

4.1.3. ADVANCED (C1/C2):

Session title	Ser o Estar, esa es la cuestión.
Aims	<ul style="list-style-type: none">- To learn the difference between the two types of polysemic adjectives and to be able to use them in different situations.- To learn Spanish passive voice and its uses.- To be able to put into practice the knowledge learnt in the beginner, intermediate and advanced level on the <i>ser/estar</i> theory through a video recording and a written advert.
Materials/ Spaces	<p>Materials</p> <ul style="list-style-type: none">- PC- Sheets- Pens/Pencils- Rubbers <p>Space</p> <p>-Classroom</p>

Work session routine	<p>Exercise 1: The aim of this exercise is students to learn the difference between the two types of polysemic adjectives and also, to be able to use them in both written and spoken communicative context. Due to the fact that they have a solid Spanish foundation, the advertisements are in video format, i.e., they should be able to listen, read and understand completely most of the advert.</p> <p>Justifying their answer is very important for both teacher and students to make sure they have understood the theory and they are able to apply in any context.</p> <p>Exercise 2: Before starting this exercise, the teacher will explain to students how Spanish passive voice is formed, and later, they will read the advert and they have to fill in the gaps with the correct form of <i>ser</i> or <i>estar</i> and the correct past participle of the verbs in brackets. Then, they have to create their own passive voice sentences from those present in the second advert, and this way, the instructor may make sure they have understood the explanation.</p> <p>Exercise 3: In this exercise, students should prove they have a great domain of the <i>ser/estar</i> theory, and, for this, they have to record a YouTube commercial. The requisites for this are indicated in the exercise. Besides, they are encouraged to be posted on YouTube so that more people can see them and coming to the high school/university library.</p>
Obtained results	<ul style="list-style-type: none"> - Students should be able to show they master <i>ser</i> and <i>estar</i> uses. - They learn new theory which will help the to enlarge their knowledge about the topic. - They should demonstrate they are able to show their knowledge on the <i>ser/estar</i> field in a real situation. - Exercises help students to reinforce skills.

EXERCISES

Ejercicio 1

En español hay un grupo de adjetivos llamados “adjetivos polisémicos” y son aquellos que pueden ir o bien con *ser* o bien con *estar* o con ambos. Vamos a llamar adjetivos polisémicos

simples a aquellos que van a bien con ser o bien con estar y adjetivos polisémicos mixtos a los que pueden ir con ambos dependiendo de la situación comunicativa. Para estudiarlos, tendremos en cuenta los siguientes vídeos de anuncios comerciales. Tras el visionado de los mismos, procederemos a describirlos en voz alta usando los siguientes adjetivos y justificando si son adjetivos polisémicos simples o mixtos.

Adjetivos que debes usar: listo, malo, fresco, despierto, rico, maduro, vivo y católico.

Puedes tomar como referencia a la hora de hablar los siguientes ejemplos:

Ejemplo de justificación: *En el anuncio 1 podríamos decir que los niños son listos porque estamos hablando de una cualidad innata, como se puede ver cuando los niños, aun siendo bebés, corren y saltan. En cambio, en el anuncio 2, podríamos decir que el adolescente es un listo porque se cuela en las fiestas sin pagar, por lo que aquí, el adjetivo “listo” tendría la connotación de “sagaz, avisado” que recoge la RAE.*

V.7 VIDEO 1:

<https://www.youtube.com/watch?v=TUXXvln9xrw&list=PLVuGqzNG3l9xURbq1JE5MXBkxHgNafecD>

V.8 VIDEO 2: <https://www.youtube.com/watch?v=QBrH8sEkSdE>

Ejercicio 2

Ahora vamos a estudiar la voz pasiva perifrástica en español, la cual se forma de la siguiente manera: *ser/estar* + participio (verbo principal en participio). Para ello, vamos a completar con la forma del verbo ser y estar correspondientes, junto con el participio adecuado, las siguientes oraciones basadas en el texto del anuncio comercial de la agencia de viajes *Logitravel*. A veces se puede completar usando pasivas con *se*. Luego, debéis leerlos el anuncio 2 y construir vosotros oraciones en pasiva. Cuando hayáis finalizado, leeremos cada uno las oraciones que hayamos escrito.

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YUCATÁN Y CANCÚN, CIRCUITO CON
ESTANCIA EN PLAYA

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Reserva tu plaza desde 1.395 €

México: Ciudad de México, Yucatán y Cancún, circuito con estancia en playa

Duración: 10 Días
Visitando: Ciudad de México, Mérida, Uxmal, Chichén Itzá, Cancún
Salidas: desde agosto 2018 hasta noviembre 2018
Salidas desde: Madrid, Valencia, Bilbao, San Sebastián, Alicante, Granada, Sevilla, Málaga, Santiago de Compostela, Barcelona, Mallorca, Gran Canaria, Tenerife

Tipo de circuito

Arqueológicos
Precio Garantizado

Confirmación Inmediata
Noches Flexibles

Con guía
Visitas/Excursiones incluidas

Te esperan auténticos museos al aire libre, paisajes de ensueño y playas paradisíacas

Comenzaremos nuestro viaje en la orgullosa **capital** de la **República Mexicana**. Centro financiero, cultural y político del país, puede presumir de ser una de las urbes más grande y poblada del mundo. Construida sobre dos antiguos lagos y rodeadas de montañas volcánicas, descubrirás en sus grandes avenidas y animadas calles más de 700 años de historia.

Posteriormente, viajaremos a **Mérida**, una fascinante ciudad del sudeste de México. Conocida como la Ciudad Blanca alberga algunas de las joyas más destacadas del Estado de Yucatán como su elegante Paseo Montejo, su antigua Catedral y su Museo Regional de Antropología. Además, desde esta hermosa ciudad nos acercaremos a algunas de las zonas arqueológicas más importantes de la antigua cultura maya como las de **Uxmal**, declaradas Patrimonio Cultural de la Humanidad.

Nuestra siguiente parada será **Chichén Itzá**, la ciudad maya más famosa del planeta. Construida a escala monumental, es considerada una de las siete maravillas del mundo. Y para finalizar este apasionante viaje, nos traslademos a Cancún, famosa por albergar algunas de las playas más privilegiadas del Caribe mexicano. Sus aguas azules, su arena blanca y suave, su animada vida nocturna y su amplia oferta comercial y de *shopping* le han convertido en uno de los destinos internacionales más buscados para disfrutar de unos días de sol y mar. Aquí contaremos con un par de días libres para descubrir una naturaleza intacta e increíbles paisajes que llaman a la relajación, la aventura y la diversión continua. En tu hoja de ruta, no pueden faltar Xcaret, Puerto Aventuras, las grutas de Aktun Chen, Xel-Há y Tulum... ¡No te lo pierdas y reserva ya tu plaza!

Picture 12. Source: Logitravel. *México: Ciudad de México, Yucatán y Cancún*. [online]. Available at: [\[https://www.logitravel.com/circuitos/mexico-mexico-df-yucatan-y-cancun-16416455.html\]](https://www.logitravel.com/circuitos/mexico-mexico-df-yucatan-y-cancun-16416455.html)

1. Ciudad de México _____ (considerar) como el centro financiero, cultural y político del país.
2. Esta ciudad _____ (construir) sobre dos antiguos lagos y _____ (rodear) de montañas volcánicas.
3. Los viajeros _____ (llevar) a Uxmal por los guías turísticos.
4. Las playas más privilegiadas del mundo _____ (albergar) por Cancún.
5. Los lectores _____ (reservar) una plaza en el viaje.
6. Ciudad de México, Mérida, Uxmal, Chichén Itzá y Cancún _____ (visitar) por los viajeros.
7. Chichén Itzá _____ (construir) a escala monumental.
8. Las excursiones _____ (incluir) dentro del precio total del viaje.

LOGITRAVEL
 GALICIA Y PORTUGAL: GALICIA Y NORTE DE PORTUGAL, CIRCUITO CLÁSICO

Compártelo:
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Reserva tu plaza desde 750 €

Galicia y Portugal: Galicia y Norte de Portugal, circuito clásico

Duración: 8 Días
Visitando: Santiago de Compostela, Vigo, Cambados, Valença Do Minho, La Guardia, Baiona, El Grove, La Toja, Pontevedra, Combarro, A Coruña, Sanxenxo
Salidas: desde julio 2018 hasta noviembre 2018
Salidas desde: Madrid, Valencia, Bilbao, Alicante, Sevilla, Málaga, Ibiza, Barcelona, Mallorca, Menorca, Lanzarote, Gran Canaria, Tenerife
Tipo de circuito

Culturales

Mayores de 55

Precio Garantizado

Confirmación Inmediata

Con guía

Visitas/Excursiones incluidas

Ven a descubrir los espectaculares paisajes de Galicia y del Norte de Portugal

Galicia ocupa un **lugar privilegiado en el mundo** y, durante siglos, fue considerado como el **fin del mundo**, el *Finis Terrae* de romanos y de otras civilizaciones posteriores. Ahora que ya sabemos que hay vida más allá del infinito océano atlántico, sabemos también que **hay pocos lugares como éste**. Habitada desde la prehistoria, esta región ha visto pasar innumerables pueblos, que han dejado en ella un **legado profundo en sus costumbres, en su cultura y en sus creencias**. Se encuentra rodeada además de un **paisaje envidiable**, lleno de acantilados, bosques, rías y playas, lo que le ha valido disponer de una amplia variedad de productos que caracterizan su exquisita gastronomía.

El circuito **Galicia y Norte de Portugal al Completo** te permite recorrer los principales rincones de su geografía para disfrutar de sus principales atractivos. Desde la **milenaria Santiago de Compostela** hasta la localidad **fortificada de Valença do Minho**, en el Norte de Portugal, pasando por la encantadora **isla de la Toja** y los **viñedos de albariño** en la comarca de O Salnés.

¡No pierdas la oportunidad de conocer esta región extraordinaria!

Picture 13. Source: Logitravel. *Galicia y Portugal: Galicia y Norte de Portugal*. [online]. Available at: [<https://www.logitravel.com/circuitos/galicia-y-portugal-galicia-y-norte-de-portugal-17184452.html>]

Ejercicio 3

En grupos de 3-4 personas, vais a grabar un anuncio comercial en el que usareis los siguientes elementos:

- *Ser* y *estar* presente, pretérito y futuro del modo indicativo.
- Voz activa y pasiva
- Adjetivos monosémicos y polisémicos (simples y mixtos)

El objetivo del anuncio es animar a los estudiantes a que visiten la biblioteca del centro educativo y para ellos, podéis grabar en la misma biblioteca y usar los recursos presentes en ella (libros, ordenadores, juegos, etc.).

Los mejores anuncios serán colgados en el canal de YouTube de nuestro centro.

[end of the teaching proposal]

5. Conclusions

As a conclusion, we can say we have fulfilled the objectives established in the introduction, that is to say, we have made an analysis of the five main methods and approaches, focusing on their methodology, advantages and disadvantages when giving an L2 lesson. This analysis has allowed us to choose the best approach for our teaching proposal, the CLT, since it is not a fixed approach, but an adaptable one which let us use both linguistic immersion in the Spanish language and also, to explain grammatical elements without making the lesson boring or tedious.

Section 2 is positioned as the main point of this work, since there, we have delimited the topic, and we have talked about three main issues related to it when English students have to learn the difference between *ser* and *estar*: the main structural problems between Spanish and English, the semantic distinction between *ser* and *estar* predication and the use of these two verbs with adjectives, both monosemic and polysemic, and with the passive voice. Besides, we have taken into account the contradictions of classical explanations and the exceptions of both verbs, and thus, we have made an in-depth revision of these Spanish copulative verbs.

All this has allowed us to obtain a more concrete vision of how students perceive the theory of *ser* and *estar* and how difficult it can be for them in case instructors do not explain it appropriately.

So, bearing this in mind, we have decided to create our own teaching proposal which allows students both to learn and to enjoy with copulative elements. To do so, we have taken an element from real-life that students are used to seeing it: the adverts, concretely Spanish ones, so that they can have a full immersion in the target language. Through advertisements' exercises, we have explained the theory of *ser* and *estar*, always keeping in mind the knowledge level of each student, i.e., beginners, intermediates and advanced, so they can obtain better learning results. Moreover, in each level, we have added a final exercise where students have to prove what they have learned through the creation of their own advert, which also let the teacher know if students have understood the explanation correctly or he or she needs to reinforce some aspects.

Finally, we would like to invite our readers to keep investigating and analyzing about problems that English students may have with *ser* and *estar*, so that in the not-so-distant future these will be removed, or at least, mitigate, and students may have a good experience of Spanish learning.

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